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LINGUODIDACTIC TESTING, AS A MEANS OF CONTROLLING THE FORMATION OF THE COMMUNICATIVE COMPETENCE OF STUDENTS OF LANGUAGE TRAINING COURSES

Abstract: Proficiency level control in foreign language speech is one of the urgent problems in modern methods of teaching a foreign language. It is impossible to imagine the modern process of learning a foreign language without evaluating students' achievements. Testing has become one of the most common and popular assessment methods in language education. A lot of tests already exist but every teacher regularly creates new tests.

Tests are required at each stage of the didactic process. It is difficult to overestimate the role of introductory testing, which shows the teacher the initial level of student achievement, and also provides an opportunity to further analyze the dynamics and effectiveness of the learning process and their own work.

The article considers the possibility of linguodidactic testing as a mean of controlling the formation of foreign language communicative competence, the advantages of test control, criteria for selecting the content of the test, the most important functions of linguodidactic tests, the concept of «communicative competence» and its component structure.

However, the authors conclude that modern linguodidactic testing can be an effective tool for the assessment of the level of foreign language communicative competence. It can be used as a tool for assessing the education quality, monitoring how precisely and completely the purposes of foreign language teaching are being fulfilled.

Keywords: test control, validity and reliability of the test, linguodidactic testing, communicative competence.

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ЛИНГВОДИДАКТИЧЕСКОЕ ТЕСТИРОВАНИЕ, КАК СРЕДСТВО КОНТРОЛЯ СФОРМИРОВАННОСТИ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ ЯЗЫКОВЫХ НАПРАВЛЕНИЙ ПОДГОТОВКИ

Аннотация: Проблема контроля уровня владения иноязычной речью является одной из актуальных в современной методике преподавания иностранного языка. Невозможно представить современный процесс обучения иностранному языку без оценивания достижений студентов. Тестирование стало одним из самых распространенных и востребованных методов оценивания в языковом образовании. В настоящее время существует множество тестов, на практике каждый преподаватель регулярно создает тесты.

Тесты являются обязательной составляющей на каждом этапе дидактического процесса. Сложно переоценить роль вводного тестирования, которое обеспечивает преподавателя информацией относительно исходного (начального) уровня успеваемости студентов, а также дает возможность в дальнейшем проанализировать динамику и эффективность процесса обучения и собственного труда.

В статье рассматриваются возможности лингводидактического тестирования как средства контроля сформированности иноязычной коммуникативной компетенции, достоинства тестового контроля, критерии отбора содержания теста, важнейшие функции лингводидактических тестов, понятие «коммуникативная компетенция» и ее компонентный состав.

В итоге авторы приходят к выводу о том, что современное лингводидактическое тестирование может выступать эффективным средством контроля уровня сформированности иноязычной коммуникативной компетенции, и как следствие этого, могут служить инструментом диагностики качества образования, мониторинга точности и полноты реализации целей обучения иностранным языкам.

Ключевые слова: тестовый контроль, валидность и надежность теста, лингводидактическое тестирование, коммуникативная компетенция.

Testing is an important part of the educational process in the modern system of higher education of foreign languages. It is noted in scientific literature that in addition to the traditional methods of knowledge control there is a test control [5]. This type of control is an important part of linguistics that studies the methods of teaching foreign languages in higher education.

Language testing is widely used in language teaching in universities as a method of assessment. Tests allow you to monitor the progress of learning different kinds of speech activity; provide an opportunity to determine the level of the educational materials at different stages of learning.

Tests make it possible to fully and objectively assess students' knowledge, avoiding the teacher's subjectivity, cover all the main content of the discipline, create the opportunity to measure the starting level and the knowledge gained, to save the teacher's time. Testing increases motivation, personal interest and every student is included in the learning process, so daily learning becomes a necessity for him. Test control allows you to avoid deep gaps of knowledge, as all the crucial moments are shown and corrected by repeating during the school year.

The main methodological issues of linguodidactic testing are the criteria for the content of the test, methods of experimental verification to determine the level of difficulty of tasks, validity and reliability, manufacturability of test items.

The **validity** of the test is the characteristic of the test, reflecting its ability to get the results according to the aim; a characteristic that reflects the adequacy of the test to the measurement objectives. Usually, the validity of even the best tests does not exceed 80%.

Reliability is a characteristic of the quality of the test, showing the stability and consistency of test results. A test can be reliable if gives permanent results in repeated tests.

Practicality of the test (its manufacturability) is a characteristic of the quality of the test, consisting in understanding the presentation of instructions and the content of the test tasks, and in the simplicity of the organization of testing and summarizing its results.

The most important functions of linguodidactic tests are: training, developing (development of memory, attention and personal qualities such as integrity, commitment, etc.), cognitive, disciplining, stimulating; control and self – control functions; diagnostic function – finding gaps, difficulties and typical mistakes; learning success prediction function; function to determine the effectiveness of training; information function – find out the results and identify the level of educational achievements in the study of foreign languages.

Tests allow to measure different sides of such a complex methodological and linguistic phenomenon, as foreign language communicative competence [1]. The concept of communicative competence was first introduced by N. Chomsky to denote effective communication in the foreign language. According to the documents of the Council of Europe, communicative competence is the unity of its components:

- linguistic component (knowledge of the system of the language and based on it skills of using lexico-grammatical and phonetic means of communication);
- sociolinguistic component (knowledge, skills and abilities that allow the selection and adequate use of linguistic forms, and their transformation according to the context);
- pragmatic component (knowledge, skills and abilities to understand and create foreign language statements according to the specific situation of communication, speech task and communicative intention);
- discursive and strategic components of communicative competence are, on the one hand, the ability to use speech units in the process of communication, and on the other hand, give speakers the ability to use various strategies and tactics of verbal and non-verbal communication to achieve mutual understanding in accordance with the communicative situation;
- social competence (readiness, desire and ability to communicate with other people).

In the domestic methodology, the set of components of communicative competence is presented in a more compressed form, but holistically and logically [6]. V.V. Safronova differentiates linguistic, verbal and sociocultural competences. I.L. Beam adds the compensatory competence.

This model was used as the basis for foreign language standards for secondary schools and sample programs recommended by the Ministry of Education and Science of the Russian Federation, and further studies have led to the creation of communicative tests on the basis of the proposed model, the creation of a typology of tests and criteria for assessing the formation of foreign language communicative competence [2].

As a result of the research, we can conclude that modern linguodidactic testing is an effective means of controlling the level of development of foreign language communicative competence, and as a result, serves as a tool for determining the quality of education, monitoring the accuracy and completeness of the implementation of foreign language learning goals.

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